

**THE MUTUAL IMPACT OF GLOBAL STRATEGY
AND ORGANIZATIONAL LEARNING: CURRENT THEMES AND FUTURE
DIRECTIONS**

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Abstract. Despite the interest in issues of knowing and learning in the global strategy field, there has been limited mutual engagement and interaction between the fields of global strategy and organizational learning. The purpose of our article is to reflect on and articulate how the mutual exchange of ideas between both fields can be encouraged. To this end, we first conduct a review of the intersection of the fields of global strategy and organizational learning. We then present two recommendations regarding how the interaction between the two fields can be enhanced. Our first recommendation is for global strategy research to adopt a broader notion of organizational learning. Our second recommendation is for global strategy research to capitalize on its attention to context in order to inform and enhance organizational learning theory. We discuss the use of context in a number of common research designs, and highlight how the scope for theoretical contributions back to organizational learning varies with the research design that is adopted.

Keywords: global strategy; organizational learning; context

INTRODUCTION

A significant part of global strategy and international management is concerned with issues of knowledge and learning. These issues cover a range of topics such as how internationalizing firms gain knowledge about foreign market environments and learn to operate across nations, to the challenges associated with transferring and utilizing knowledge across borders or the management of international alliances and joint ventures. Indeed, both the *raison d'être* of the multinational enterprise and its (geographical) boundaries are often presented as functions of knowledge and learning processes (e.g. Kogut and Zander, 1992, 1993; Dunning, 1998; Johanson and Vahlne, 1990; Lyles and Salk, 1996).

In theorizing about such issues, global strategy scholars often turn to the literatures on organizational learning and knowing. These streams of literature infuse our theories on global firms by providing core concepts and definitions. In addition, advances in the learning literature occasionally also impact the global strategy research agenda. Developments in organizational learning and innovative approaches to knowledge research, such as on organizational ambidexterity, absorptive capacity or the social facets of knowledge integration, spur new research efforts that enrich our insights into the complex workings of multinational organizations.

Despite the interest in issues of knowing and learning in the global strategy field, however, there has been strikingly little mutual engagement and interaction between the fields of global strategy and organizational learning. Our review of the literature, which we discuss in the sections below, shows that, in the global strategy field, the interest in learning and knowing remains confined to a limited number of core concepts of organizational learning. At the same time, the reverse impact of global strategy on the field of organizational learning has

been limited. Few if any insights from global strategy research find their way back into studies on organizational learning.

The limited exchange of ideas between the fields of organizational learning and global strategy is both surprising and problematic. Surprising, because globalization has meant that organizational learning increasingly takes place in organizations that operate or interact internationally. This implies that insights from global strategy should be of increased relevance to the field of organizational learning. Problematic, because the dependence on a limited set of learning concepts suggests that our understanding of learning processes and their consequences for global firms remains incomplete.

With this special issue we therefore set out to change the perception of global strategy research as passively ‘borrowing’ advances made in organizational learning research, and to bring the fields of global strategy and organizational learning closer together. The contributions in this special issue all highlight that global strategy research can, in distinctive ways, actively enrich and contribute to our understanding of organizational knowing and learning. The contributions also illustrate that insights from organizational learning, beyond established core concepts, may enrich our understanding of global firms and their performance. Thus, this special issue illustrates that the fields of organizational learning and global strategy can fruitfully inform each other. It is therefore meaningful to consider ways in which the interaction between the two fields can be enhanced.

With this positioning paper, we intend to set the scene for the special issue by exploring the recent literature, by providing new insights from the articles in this issue, and by proposing fruitful areas of future research. To this end, we first conduct a review of the intersection of the fields of global strategy and organizational learning and assess the current state of play. We also take the opportunity to be more forward looking. Specifically, we reflect on and articulate

in more detail how the mutual exchange of ideas between the fields of global strategy and organizational learning can be encouraged, and the fields be brought closer together. We end with two specific recommendations to enhance the interaction between both fields. Our first recommendation is for global strategy research to adopt a broader notion of organizational learning and its antecedents and consequences. Our second recommendation is for global strategy research to capitalize on its attention to *context* in order to inform and enhance organizational learning theory. We discuss the use of context in a number of common research designs, and highlight how the scope for theoretical contributions back to organizational learning varies with the research design that is adopted. We use the studies included in this special issue to illustrate these recommendations.

REVIEWING THE INTERSECTION OF GLOBAL STRATEGY AND ORGANIZATIONAL LEARNING

The aim of our review is to provide a snapshot of recent work at the intersection of global strategy and organizational learning: Where do the two fields intersect, and how do insights from one field inform the other? To this end, we first created a sample of representative journals that regularly publish work at the intersection of these two fields. The year 2010 is significant because it is the year of the GSJ launch conference that marked the birth of the *Global Strategy Journal*. We therefore decided to focus our review efforts on work published from 2010 to 2014.

We selected three main journals in the field of global strategy for inclusion in our sample of journals: the *Global Strategy Journal*; the *Journal of International Business Studies*; and *Management International Review*. We also included several general management journals that have published impactful global strategy research in the past, namely the *Academy of*

Management Journal; the *Strategic Management Journal*; the *Journal of Management Studies*; and *Organization Science*. Again, our intention was to include journals based within as well as outside of North America. To represent the field of organizational learning, we selected *Management Learning*, the main journal dedicated to research on organizational learning and knowing; the *Academy of Management Learning & Education*; and *Learning Organization*.

Using Google Scholar, we then searched the journals in our sample for global strategy papers that draw on organizational learning, and, conversely, for organizational learning papers that were informed by insights from global strategy. To minimize the risk that relevant studies were overlooked, we then conducted a hand search of individual volumes. To illustrate, we left out papers on innovation that did not draw explicitly on insights from global strategy or organizational learning. However, we did retain papers that, for example, examine the effects of global engagement on product innovation (Lederman, 2010). We retained papers that addressed learning and global strategy at either the organizational and team level, but did not include papers that address these issues at the individual level. We also left out most research notes, commentaries, perspectives papers, and editorials except when we found one or two that added new insights.

When evaluating global strategy papers, we first screened and searched papers for learning-related terms such as ‘knowledge’, ‘knowing’ and ‘learning’. We subsequently assessed whether papers made substantive use of insights from organizational learning, as for example evidenced by citations to the learning literature; or whether learning-related terms were merely used in passing. For example, we retained papers where insights from organizational learning informed a paper’s hypotheses, but excluded papers that only made mention of the importance of knowledge and learning for global firms.

Similarly, the papers in the learning-oriented journals in our sample were evaluated on whether they referred to issues related to global strategy and international business. Examples are papers that examine learning-related challenges related to the implementation of global strategies, such as the development of cross-cultural skills and capabilities. We also screened the learning-oriented journals for papers that directly examine learning in the context of global strategy phenomena, such as cross-border knowledge transfer and knowledge sharing, or international mergers and acquisitions. We then assessed whether these learning-oriented papers drew substantively on insights or findings from the global strategy literature.

An important difference between the fields of global strategy and organizational learning is that global strategy has drawn on insights from organizational learning for much longer than the other way around. This had implications for the way we subsequently classified and mapped the papers in our sample. Specifically, we decided to sort the global strategy papers according to established theoretical dimensions. First, we assessed whether papers dealt with intra-organizational learning, inter-organizational learning, or learning in teams. Second, we assessed how these global strategy papers utilize insights from organizational learning. Here, we categorized papers according to whether they focused primarily on the characteristics of knowledge, on particular learning processes, or on the learning context. Papers that touched upon multiple dimensions of learning and knowing were re-examined and classified according to their primary focus. We then mapped the global strategy papers on a grid.

Instead, the organizational learning papers that draw on global strategy were not only much fewer in number, but also proved to be more difficult to classify meaningfully along pre-determined dimensions. This is because core insights from global strategy are less established in organizational learning. Work in this area has only recently started to emerge. Rather than imposing a predetermined framework, we therefore decided to categorize these papers in a

more inductive manner. Most of these papers come from traditions of qualitative research or theoretical development.

In all, our search resulted in the identification of 121 papers at the intersection of global strategy and organizational learning that were published between 2010 and 2014 (Table 1). Because our sample of papers was drawn from a selective set of representative journals, and because lines between different academic subfields are often fuzzy, it is inevitable that some relevant studies were left out. The actual number of studies at the intersection of these fields is therefore likely to be higher. Nevertheless, the articles in our sample provide a useful snapshot of where and how the fields of organizational learning on global strategy have informed each other over the past five years.

Table 1 about here

THE IMPACT OF ORGANIZATIONAL LEARNING ON GLOBAL STRATEGY RESEARCH

There have been many approaches to global strategy research and theories. The internationalization of organizations thus can take many different directions and involve many different processes and timelines. The complexity and unpredictability of internationalization is what makes it interesting in terms of organizational learning. Studies attempting to intertwine these two areas must be willing to deal with ambiguity and honestly, fuzziness.

At the same time, the importance of knowledge assets as a competitive advantage and organizational learning capabilities has been widely accepted as critically important to every firm, especially those in complex environments (Teece, 2011). Given this, we wanted to find

out what research was being done that could advance the field of strategic management and provide new and impactful theories built on the premise that organization learning can help our understanding of the internationalization processes and vice versa.

Given its complexity, internationalization can address the internalization of globalization through various pathways. Our motives for this special issue were driven by the recognition that organizational learning in this context is critically important but at the same time may follow many unusual paths. There are challenges to bringing organizational learning theories and models to multiple contexts which are themselves changing, often rapidly, and therefore are moving targets. Western theories have primarily been based on behaviors within European or American organizations. This has been documented by Tsui (2004) but now the most sought after journals are receiving articles from authors who have not grown up with the American or European traditions. Are new theories emerging? Is the knowledge based theory of the firm being developed further? Are new processes of organizational learning being explored?

To examine the impact of organizational learning on the global strategy field, we searched all seven global strategy and general management journals in our sample for articles that seemed to be linking organizational learning to global strategy or an international topic. We found 102 articles in global strategy and general management journals that combine organizational learning and global strategy (Table 2). These articles are listed in Appendix 1.

Table 2 about here

Table 1 shows a summary of how many articles came from each of the management journals and in what year. Across all the journals, the year with the most articles was 2014

(Table 1). However, only in 2013 was there a drop in numbers to 17 across all the journals. The other years were quite close: 28, 24, 23, and 29 articles total per year. In total, this is not impressive for an important area about an every growing in importance phenomena. Our conclusion is that there are not many authors trying to do research which relates organizational learning to global strategy. Or there are articles that are not getting accepted in this set of journals. In addition, we find that these papers rarely build on the strong theoretical base of the international business field such as Buckley & Casson (1976), Dunning, (1998), Johanson & Vahlne (1990), North (1990) or Rugman & Verbeke (2003).

We were also interested in whether organizational learning variables were used to explain international phenomena and thus would be independent variables, or whether studies used organizational learning variables as the dependent variables. Some papers were not empirical studies so our numbers do not reflect the total number of articles discovered. When learning was a dependent variable, the research was designed to learn more about organizational learning as phenomena. Examples of these variables were knowledge stocks and flows, learning in international alliances, and knowledge transfer. There were more learning variables that were dependent variables than we expected. Nonetheless, there were twice as many studies with the learning variables as independent variables that were used to explain another phenomena which usually was an international strategy variable. Examples of these are exploring the difference of two different kinds of learning on phenomena, links of knowledge flow to performance, and organizational learning capabilities that affect the MNCs' global strategies.

We were interested in the context of the learning, whether it was intra-organizational learning; inter-organizational learning in dyads such as alliances or partnerships; or intra- or inter-organizational global/top management teams. We divided the research papers up

according to these three contexts. A vast majority of the papers addressed intra-organizational learning. This was a bit of a surprise since reviews such as Volberda, Lyles and Foss (2010) identified the need for more research on intra-organizational learning, especially a micro-approach. We also identified several descriptors of organizational learning, such as knowledge characteristics, learning processes, and social dimensions. Table 2 has these enumerated as the left-hand column and the three contexts across the top. The largest group of articles, representing 36 of the 102 articles, addresses knowledge gaps and experiential learning.

Experiential learning is a very broad concept. Experiential learning is usually thought of as active learning or “learning from experience”. The Uppsala theory of outward foreign direct investment is built around this premise and the work of Cyert and March (1963). It suggests firms should take small steps in investing abroad and as they learn and experience more in the foreign market, they can make deeper investments (Johanson & Vahlne 1990). Other theorists such as Salomon and Shaver (2005) who compare exporting with non-exporting firms suggest that firms can learn from being involved in international activities such as exporting and can improve their performance and their productive processes and as a result are more competitive in a global context.

Some theorists have built models to explain experiential learning. For example, Baker, Jensen & Kolb (2005) suggest that there are two modes of developing knowledge: First, grasping experiences such as apprehension (concrete experience) and comprehension (abstract conceptualization); and second, dialectically related modes of transforming experience: intension (reflective observation) and extension (active experimentation (Baker et al., 2005: 412). These are similar to Cohen and Levinthal’s (1990) recognition and assimilation. The difference is the mode of learning that is more clearly identified by Baker, Jensen & Kolb who recognize that learning can occur through concrete reality but learning can also occur through

abstract conceptualization. They also suggest that having conversations about an event is also a kind of learning especially if the conversation allows for dialectical inquiry with opposing views being discussed.

A further step is explained by Alcacer & Chung (2011) who explain that firms can generate novel international knowledge from their experiences in a foreign location. The point here is that firms can take local knowledge and resources that are available to all firms but they can develop specific knowledge that is unique and a competitive advantage (see Zaheer & Nachum, 2011).

Consequently in experiential learning the firms don't have to directly experience global expansion but can learn through conversations about experiences and views from other organizations. They can also learn through their own capabilities of interpreting a situation and creating new intellectual capital.

From the viewpoint of this article, the "experiential learning" is a catch-all category that is critically important for our review. It shows the diversity and the complexity of organizational learning when it relates to internationalization and global strategy. It allows us as authors to provide a space to demonstrate this diversity.

In assessing the articles beyond experiential learning, we found very few articles that address the characteristics of knowledge such as its tacitness, newness, or complexity. In addition, very few articles addressed: knowledge sourcing, absorptive capacity, exploration or exploitation. Sixteen papers addressed the social dimensions of learning. Ten articles addressed the area of knowledge transfer or spillovers. Our conclusion is that most authors have broadly addressed global strategy but rarely assess the deeper concepts of organizational learning that can give us insights into how learning works or how it influences global strategy or firm performance.

THE CONTRIBUTION OF GLOBAL STRATEGY TO ORGANIZATIONAL LEARNING

Tables 1 and 2 illustrate that the adoption of perspectives from learning theory by scholars from global strategy has been quite selective. The use by organizational learning scholars of perspectives from global strategy, however, has been even more limited. The quantitative analysis shows the magnitude of differences; but a qualitative analysis may add more nuanced accounts of the nature and origins of these differences. Here we focus on the 19 papers from the three ‘learning oriented’ journals that considered aspects of global strategy and international business (broadly defined), as well as a few other important papers. Based on our initial readings we classified papers into four main groups, and we then realized that the groups defined two distinct dimensions against which the papers could be positioned. The vertical dimension sees the focus move from looking at whole organizations as institutions (such as business schools or multinationals, to a concern with groups, teams, and occasionally, individuals. The horizontal dimension is a distinction between papers that are essentially analytical and often critical, in contrast to those that focus on the pragmatics of taking action. These two dimensions give us a matrix which is presented below in Figure 1.

Figure 1 about here

As mentioned earlier, our aim here is to review the way papers published in the ‘learning-related’ journals are making sense of the threats and opportunities provided by increasing globalization. In the **first quadrant** of Figure 1 we have listed a number of papers which have focused on why globalization might be a problem for institutions such as business

schools. Here there is some frustration that despite all the warning signs, business schools, particularly in the USA, remain, in the words of a senior editor of the *Academy of Management Learning and Education* ‘shockingly national’ (Doh 2010: 165). He then lays down nine challenging questions aimed at business schools, starting with the need to define what is a global business school and to consider how ‘globalness’ can be measured. His main message is that schools will need fundamental change in their own structures, processes and values if they want to be successful in the global future. This sentiment was endorsed three years later by Eisenberg et al. (2013) in the context of reviewing the rapid growth in cross-cultural management courses (CCMs) in North America.

Others authors focused on the core product of most business schools: the MBA. With regard to the in-house form of MBA’s Elliott and Robinson (2012) demonstrate that there is often a negative gap between the aspirations of the school as projected on websites, and the experience of international students in terms of curriculum and pedagogy. On the other hand, when ‘international’ MBAs are packaged for delivery in other countries then there is always a tension between adapting them according to the distinct culture and structures of the recipient country, and the view that overseas buyers are looking for the ‘genuine American MBA’ (Lamb and Currie, 2011). Finally, there is an interesting paper by Wedlin (2011) which points out that the increasing use of global rankings will directly affect both recruitment of students and faculty, and the general reputation of each institution. This will add to the globalization pressures faced by each institution.

Papers in the **second quadrant** focus on the cognitive needs of groups and teams, particularly with reference to the linguistic and mental skills. We start with the linguistic problem, which Cardenosa and Gallardo (2013) characterize as ‘multilinguality in organizations’. Any international company is bound to have many different first languages

amongst their employees, and increasingly some linguistic ability outside one's mother tongue is very important. They also point to the potential role of information technology both for translation and social networking, and they suggest that international organizations need to be proactive in developing it. There are also major problems in managing staff within multilingual contexts and there is a need to find ways of increasing the performance of cross-cultural groups (Mithcell, Boyle and Nicholas, 2011). With regard to mental skills, Dhanaraj and Khanna (2011) stress the importance of helping students and executives to be far more flexible in their assumptions about people in emerging markets: this needs to be quite fundamental in challenging one's own identity.

Other relevant theoretical contributions include the use of agency based theory to make sense of the learning that takes place in multinational companies, and a critique of the knowledge creation model within the context of globalization (Saka-Helmhout, 2009); and an examination of the relationship between context, structure, and institutions in relation to international learning (Hotho, Saka-Helmhout and Becker Ritterspach, 2014).

Several papers tackled the problem of moving various types of course from one cultural context to another, notably Singapore (Takeda and Helms, 2010; Retna and Debora, 2013), Africa (Tvedten, Hansen and Jeppesen, 2014), and China (Farquarson, Öртеblad and Hsu, 2014). The experience of the latter authors is quite encouraging because they found that Chinese employees were already skilled at de-contextualizing western management theory and then reformulating so that it can be applied to their own processes and institutions.

The papers that we have allocated to the **third** quadrant, have similarities to those in the second quadrant, in that they focus on the abilities of leadership teams and managers in working effectively within a global context. But they differ, however, in that there is more of a focus on practical interventions, in particular in developing cross-cultural skills. This leads

us to the underlying debate about whether cross-cultural skills can be taught at all, and thereafter, whether their possession confers any advantage on the holder (Takeda and Helms, 2010). Similarly Szkudlarek et al. (2013) worry that the pedagogies used in US business schools are not up to the job, which leads to the conclusion that radical change is required (as suggested by . But a number of papers take a more optimistic line, reporting on successful examples of intercultural knowledge transfer (Chen et al., 2012). The idea of cultural intelligence is developed by Li, Mobley and Kelly (2012), and the idea of cultural metacognition is seen as a generic skill which enables people to develop ‘affective closeness and creative collaboration’ in inter-cultural relationships (Mor, Morris and Joh, 2013: 493).

The **fourth** quadrant includes a number of papers that were investigating, from theoretical and/or pragmatic perspectives the development of global business capabilities. Two papers took similar lines, investigating the way different strategic initiatives might lead to greater learning on behalf of the organization. Specifically, these were in the context of strategic alliances (Grant and Baden-Fuller, 2004), and the processes required to achieve integration following international mergers and acquisitions (Holland and Salama, 2010). In both of these cases the authors noted that companies consciously developed strategic initiatives intended to maximize the learning potential in their areas of concern. These studies do, in effect, conceptualize learning as the dependent rather than the independent variable, which is also the case with most of the strategy-related examples described in the previous section of this paper.

The paper by Tavčar and Dermol (2012) provides an approach to the development of international strategies in SMEs through exploiting the links with the MNCs for which they may be suppliers. If this can be done on a reciprocal basis then the SMEs will learn from the disciplined sophistication of the MNC; and conversely the MNC may learn from the focused product knowledge of the SME. The final three papers consider specific aspects of the

capability development within global companies: the development of global leaders through service learning programs (Pless, Maak and Stalh, 2011); the development of transnational knowledge through differentiating between two forms of community of practice; communities of task and communities of learning (Hylde, Kvålshaugen and Breunig, 2013); and lastly the study by Dunlap, Marion and Fryar (2013) which demonstrated that cross-national knowledge flows within the global pharmaceutical industry facilitated the creation of explorative (breakthrough) knowledge, but did not enhance the production of exploitative (incremental) knowledge.

Our main conclusions from the analysis in this section are that the majority of papers from the “learning” side have not focused at all on strategy *per se* but as an incidental, and dependent, variable which has supplied a context within which to explore and develop the ideas of (organizational) learning. Coupled to this, our analysis on the literature shows that, compared with the strategy side, there is much less activity on the learning side, and this observation holds even when we note the much greater scale and concentration of literature which is evident from the strategic perspective. We have developed Figure 1 as an organizer for the rather disparate literature in this field in the hope that it will help future researchers to identify and exploit the opportunities that are evident.

FUTURE DIRECTIONS: STRENGTHENING THE MUTUAL IMPACT OF GLOBAL STRATEGY AND ORGANIZATIONAL LEARNING

Our review illustrates that the fields of global strategy and organizational learning share common themes and interests, such as the mutual interest in the acquisition and distribution of knowledge within organizations and the development of global business capabilities. Nevertheless, we also found that there is currently limited dialogue between these literatures.

Although insights from organizational learning continue to have a considerable impact on global strategy research, our review shows that this impact is confined to a limited set of core concepts, such as experiential learning. We also find that learning-related contributions and insights in global strategy research rarely find their way into the organizational learning literature.

The limited exchange of ideas between these fields seems puzzling, given the considerable overlap in themes. Given the potential for cross-pollination, what could be reasons for the limited extent to which the fields of organizational learning and global strategy inform each other? Our view is that the mutual exchange of ideas between these literatures is hampered by at least two important barriers; one limiting the flow of more recent ideas from organizational learning to global strategy, the other limiting the impact of global strategy on organizational learning.

The first barrier is that global strategy research has tended to adopt a narrow view of organizational learning and its antecedents. Global strategy scholars tend to view learning as a cumulative rather than a dynamic process. Learning is assumed to lead to the accumulation of new knowledge and, possibly, new capabilities, which improves performance (e.g. Luo and Peng, 1999; Rugman and Verbeke, 2003; Zahra, Ireland, and Hitt, 2000). Whether learning necessarily evolves progressively, or whether firms are necessarily able to exploit or utilize acquired knowledge, often remains unquestioned. Similarly, with exceptions, global strategy research has tended to pay relatively little attention to the social context in which learning takes place.

This view of organizational learning corresponds closely to the views on knowledge and learning adopted in some of the classic works on organizational learning, such as works by Penrose (1959), Polanyi (1958), and Cyert and March (1963), as well as some of the

‘popularizing’ works of organizational learning in a 1991 special issue of *Organization Science* (see Easterby-Smith & Lyles, 2011a). Global strategy research tends to draw on established core concepts that are aligned with these early views. However, recent advances in organizational learning have led to the development of a more comprehensive view of learning processes and their antecedents and consequences. This has led to new insights on how knowledge is created or acquired, stored, and distributed within organizations. Adherence to a narrow view of organizational learning hampers the amalgamation of these recent insights into global strategy research. It also results in incomplete accounts of the effects and complexity of organizational learning processes in multinational firms.

The second barrier to the mutual flow of ideas is that organizational learning tends to take little notice of learning-related insights and findings in global strategy research. One likely explanation for this is a lack of awareness or familiarity among organizational learning scholars with learning-related work in global strategy. Another explanation, however, may lie in how findings in global strategy are communicated, and the extent to which they are linked back to the organizational learning literature. That is, more often than not, global strategy scholars may simply fail to consider, realize, or articulate what and how their findings contribute to organizational learning. As a result, organizational learning scholars may find it difficult to understand the relevance and implications of work in global strategy for their own research.

While these barriers are problematic, we believe that they can be addressed and the fields be brought closer together. To this end, we make two recommendations on how the mutual impact of global strategy and organizational learning can be strengthened. Although our suggestions both aim to enhance the interaction between the two fields, they differ in their focus. Our first recommendation is concerned with the flow of ideas from organizational learning to global strategy. The second recommendation is concerned with the limited extent

to which contributions in global strategy have been taken on board in organizational learning. We discuss these recommendations in the sections below.

Recommendation I: Broadening the notion of organizational learning in global strategy research

Our first suggestion for stimulating the mutual impact between the two fields is aimed at the flow of insights from organizational learning to global strategy. As our review illustrates, applications of insights from organizational learning in global strategy tend to center on a relatively restricted set of seminal contributions in organizational learning. While the insights from these studies have had a considerable impact on global strategy research, other potentially relevant concepts and notions from the learning literature remain under-utilized. This is problematic because it suggests that our understanding of when and how organizational learning contributes to the performance of global firms may be overly simplistic. It also means that our understanding of the antecedents that drive learning processes and their effects is incomplete. Our suggestion, therefore, is for global strategy research to adopt a broader notion of organizational learning, and to draw on a wider set of learning concepts. Specifically, we believe that global strategy research can benefit from advances in organizational learning with regard to three areas:

The concept of organizational learning. The first area where global strategy can benefit from advances in organizational learning concerns the concept of organizational learning itself, as well as the relation between knowing and learning. Specifically, whereas global strategy tends to view learning and knowing as accumulative processes, more recent advances in organizational learning suggest that knowledge processes are often more dynamic. For example, recent work suggests that acquiring knowledge does not only add to an organization's

knowledge stock, but that it may also require that previous knowledge is discarded (e.g. Tsang and Zahra, 2008). Another insight is that organizational knowledge can wither over time. Knowledge may therefore need to be used in order to be retained (e.g. Argote, 1999; De Holan and Phillips, 2004). Among others, these insights suggests that organizational *unlearning* and forgetting may be critical aspects of learning processes in domestic and global organizations (Easterby-Smith and Lyles, 2011b).

The contribution to this special issue by Kim and Aguilera, titled '*The World is Spiky: An Internationalization Framework for a Semi-Globalized World*', illustrates the value of such insights for global strategy. Kim and Aguilera combine insights from the regionalization debate in global strategy with insights from organizational learning to develop a more dynamic theoretical framework of internationalization processes. Among others, the authors highlight that, when firms enter foreign regions, old knowledge and assumptions may need to be unlearned in order for firms to cope effectively with the liability of regional foreignness (Barkema and Drogendijk, 2007). Kim and Aguilera suggest that *unlearning* may therefore be a necessary precondition for firms to engage in inter-regional exploration, or the exploration of opportunities in new regions. As the authors illustrate, the consideration of such underexplored learning processes facilitates the formulation of internationalization theories that better capture the complex dynamics of internationalization in a semi-globalized world.

The special issue contribution by Linda Argote provides another illustration of the value of recent learning concepts for global strategy. In her essay, titled '*An Opportunity for Mutual Learning between Organizational Learning and Global Strategy Researchers: Transactive Memory Systems*', Argote discusses the underexplored role of transactive memory systems in the performance of global firms. Transactive memory systems are organizational memory systems that contain knowledge of who knows what and who is best at doing what within an

organization or team (Ren and Argote, 2011). As Argote explains, transactive memory matters for global firms because it enables organizations to identify and coordinate knowledge assets across geographically dispersed locations. Transactive memory systems may therefore form a particularly important source of competitive advantage and performance for global firms. In the spirit of this special issue, Argote highlights how studying transactive memory in global firms offers opportunities to advance our understanding of both global strategy and organizational learning.

The antecedents of organizational learning. The second area where global strategy research can benefit from insights in organizational learning concerns the antecedents of learning and knowledge processes. Our review of the literature revealed that global strategy research often seeks to explain global learning processes and their outcomes through factors such as knowledge stocks, age and organizational design. Although these factors are indeed important to consider, the literature on organizational learning suggests that learning processes in global firms are also affected by a diverse range of other factors. Examples are social factors, such as power and politics (Lawrence et al., 2005), or culture, communication and social identity (Cook and Yanow, 1993; Kane, Argote and Levine, 2005; Taylor and Osland, 2011). Despite their likely relevance for understanding learning in global firms, such ‘softer’ factors often remain overlooked in global strategy research (Noorderhaven and Harzing, 2009; Tallman and Chacar, 2011).

In contrast with recent work in organizational learning (Dodgson, Gann and Phillips, 2013; Kane and Alavi, 2007; Kauppila, Rajala and Jyrämä, 2011), global strategy has also paid limited attention to the role of technology and materiality in explaining learning outcomes. As Argote discusses in her essay on transactive memory systems, as an enabler of communication across geographic borders, technology can be expected to have a particular impact on learning

and knowledge processes within global firms. In other words, organizational learning highlights that learning and knowing are affected by a broad range of factors, many of which are relevant for global strategy. Broadening the range of antecedents that influence learning and knowing to include such factors as power, identity and technology may therefore considerably enhance our understanding of global firms and their performance.

The effects of organizational learning. The third area where global strategy research may benefit from insights in organizational learning concerns the effects of organizational learning, especially its effects on organizational performance. Work in global strategy often assumes that learning and experience will enhance organizational performance, and that firms are able to productively utilize new knowledge. Insights from organizational learning, however, suggest that the link between learning and performance is often more complex. For example, organizational learning highlights that the effects of experience on performance are not always positive, as firms may draw incorrect inferences from their past experiences (Levinthal and March, 2007; March, 2010; Argote and Miron-Spektor, 2011). Similarly, the direction of the relation between learning and performance may depend on several contingencies, such as industry dynamics (Besanko et al., 2010).

For global strategy, such insights suggest that positive effects of learning and experience on organizational performance, especially in the short run, should not be taken for granted. Nevertheless, our understanding of the conditions under which knowing and learning affect the performance of global firms is still limited. Addressing this deficiency requires a shift in attention from performance as the variable to be explained to the utilization of knowledge, or learning itself (Easterby-Smith and Lyles, 2011a).

Taken together, the discussion above illustrates that, by adopting a narrow view of organizational learning, global strategy research risks underestimating the actual complexity

of organizational learning processes in multinational firms. We therefore encourage global strategy research to adopt a broader notion of organizational learning and its antecedents and consequences, and to draw on recent insights in the learning literature. This, we expect, will contribute to an improved understanding of the performance of multinational firms.

Recommendation II: Utilizing the role of context in global strategy research to inform organizational learning

Our second suggestion concerns the question how the impact of global strategy on organizational learning can be enhanced. A useful starting point is to focus on what makes global strategy research distinctive. Our view is that what sets apart applications of organizational learning in global strategy research from conventional learning research is the attention to location and context; in particular the characteristics of the national contexts in which learning takes place. This attention to the national context, we argue, provides distinct opportunities for theory development, as well as opportunities to explore the boundary conditions of received learning concepts. This potential arises both from the inherent contextual heterogeneity implicit in global strategy research as well as its attention to the organizational complexities that arise from operating across borders (see also Roth and Kostova, 2003, for arguments regarding the virtue of the MNE research context).

In other words, we believe that there is scope for global strategy research to enhance its impact on organizational learning by utilizing its explicit international dimension to account for context effects on organizational learning and its consequences. Given that most organizational learning research pays little explicit attention to the national context in which learning processes are situated, global strategy research may offer distinct advantages to validate and extend existing learning theories, as well as to develop new contextualized

perspectives on the creation, retention, and dispersion of knowledge. As we discuss below, the specific scope for theoretical contributions back to organizational learning varies with the research design that is adopted.

In the sections below, we discuss the use of context in a number of common research designs in global strategy research: *single-context* designs, *comparative* designs, *multi-context* designs, and *inter-context* designs (see Fig. 2). The first three research designs differ primarily in the number of national contexts that are considered; that is, whether data is collected from one, a few, or many different national contexts. The last type of research design, which we call inter-context designs, differs from the other types in the explicit focus on interactions across national contexts, such as international knowledge transfer and international alliances.¹ Our aim is to discuss how these research designs differ in the opportunities they offer for global strategy scholars to inform or enhance organizational learning. We illustrate this with examples drawn both from the global strategy literature and from contributions included in this special issue.

Figure 2 about here

1. Single-context designs. Single-context designs are empirical studies that are situated in a single national context. Single-context designs can take the form of a single case study, or draw on a larger sample of firms (e.g. Cantwell and Mudambi, 2011); what is important is that the data collected relate to a single location. Similarly, single-context designs may draw on

¹ Note that the four types of research design that we distinguish differ only in their consideration of national contexts, not cases. The number of cases and the type of data considered also affect a study's scope for theory development. Here, however, we focus explicitly on how the number of national contexts considered affects a study's scope to contribute to organizational learning.

qualitative data, quantitative data, or a combination of different data types. In global strategy research, single-context research designs are often employed to understand the strategic challenges of MNEs in particular locations, such as China (see e.g. Herrigel, Wittke and Voskamp, 2013).

Although single-context designs only use data from a single location, these research designs offer specific advantages in theorizing about the impact of context on learning and knowing. The advantage lies in the potential to make general learning theories more context-sensitive (Whetten, 2009): More than other types of research designs, single-context designs can offer rich insights into the specific context of a given location, and its effects. This generates opportunities for detailed assessments of whether a general theory performs as expected and, if not, what the reasons are for these deviations from extant theory. Such insights can create a better understanding of how extant learning theories may need to be amended to fit a certain location, or lead to new insights into the specific conditions under which a particular hypothesis holds.

An illustration of the kind of theorizing enabled by single-context designs is found in Walsh, Bhatt and Bartunek's (2009) study on knowledge creation and innovation in China. Motivated by the search for a more context-sensitive understanding of knowledge creation processes, the authors highlight that the particular institutional conditions in China may affect these processes differently depending on whether firms are foreign-owned, state-owned or privately owned. That is, their model suggests not only that knowledge creation processes in China may develop differently than elsewhere, but also that the particular pattern of knowledge processes that firms in China engage in may vary systematically with their ownership type. Thus, their work contributes to a more refined understanding of knowledge creation in the Chinese context.

The contribution by Chittoor, Aulakh, and Ray in this special issue, titled '*Accumulative and Assimilative Learning, Institutional Infrastructure and Innovation Orientation of Developing Economy Firms*', provides another illustration of the potential of single-context designs. Drawing on extensive panel data covering over 11,000 Indian firms, the authors examine how participation in international resource and product markets affects the innovation efforts of firms from emerging markets. The authors also examine whether business group affiliation moderates the extent to which firms are able to learn from and capitalize on their exposure to these international markets. Their findings not only add to our understanding of the drivers of investments in innovation in emerging economies, but also provide insights into how the specific institutional conditions in post-liberalization India, at both the micro- and macro-level, shape Indian firms' innovation orientation.

These examples illustrate that single-context designs create opportunities for contributions to organizational learning by facilitating theorizing *in context* (Whetten, 2009). That is, single-context designs allow global strategy scholars to engage in efforts to contextualize learning and knowledge processes and to make learning theory more context sensitive. These research designs also allow for the identification of the boundary conditions of received learning theories. As the examples illustrate, sensitivity to context may allow global strategy scholars to highlight location-specific nuances in learning which organizational learning research is likely to overlook.

2. Comparative research designs. Comparative research designs are research designs that utilize in-depth qualitative or quantitative data from a limited number of contexts. Comparative research designs differ from single-context designs both in the greater number of contexts that are considered and in their common reliance on comparative analysis, or the

systematic comparison of similarities and differences in order to elicit the ‘conditions, motivations, and/or precipitating circumstances’ (Boddewyn, 2012: 89) that explain the presence or absence of a particular phenomenon or outcome. Although comparative research designs remain underutilized in global strategy research (Brannen and Voisey, 2012), they have been fruitfully applied in studies of MNE-host government relationships (Choudhury, Geraghty, and Khanna, 2012), practice adoption (Hotho, Becker-Ritterspach, and Saka-Helmhout, 2012), and R&D internationalization (Awate, Larsen, and Mudambi, 2014), among others.

Whereas single-context designs create opportunities to contextualize learning theory and develop insights that are context specific, *comparative* research designs help generate insights about context effects that make learning theory more context sensitive. The difference is that whereas the contextualization of learning theory creates a better understanding of organizational learning *in situ*, or within the confines of a particular location, searching for context effects stimulates the development of a learning theory *of* context (Whetten, 2009); that is, insights into context effects on learning that hold more generally. In theory construction, such context effects often take the form of moderating conditions. Comparative research designs facilitate the development of such insights because of their reliance on comparative methods and theoretical sampling (Tsang and Kwan, 1999; Whetten, 2009).

An illustration of the potential of comparative designs is the special issue contribution by Heyden, Oehmichen, Nichting, and Volberda, ‘*Board Background Heterogeneity and Exploration-Exploitation Orientation: The Role of the Institutionally-Adopted Board Model*’. The authors draw on data from pharmaceutical firms in the UK and Germany to explore how boards’ inclination for exploration or exploitation is affected by the national board model in place. Although the authors do not explicitly rely on comparative analysis, the comparative

two-context design allows the authors to illustrate context effects on the relation between the functional background of board members and firms' inclination to explore or exploit. That is, their findings suggest not only that higher board functional background heterogeneity is linked to an exploratory strategic orientation, but also that this relation is more pronounced in one-tier board settings than in settings with two-tier boards. Thus, their findings suggest a new context effect on the exploration-orientation of firms.

Therefore, whereas single-context designs facilitate the development of insights that are context-specific, comparative research designs may be particularly conducive to theorizing *about* context (Whetten, 2009), or the identification of new or improved context effects on organizational learning and its consequences.

3. Multi-context research designs. Multi-context research designs are research designs that utilize data collected from a larger sample of countries. These research designs typically draw on quantitative data collected through surveys or secondary sources. In addition to the consideration of a greater number of research contexts, therefore, multi-context research designs also tend to differ from comparative research designs in their reliance on inferential statistics rather than comparative analysis. Data may come from a single firm operating in multiple locations, such as in Hofstede's work with IBM on cultural values (Hofstede, 1980), or come from multiple firms in multiple locations (e.g. Li, Li, and Shapiro, 2012).

Due to their reliance of quantitative data from multiple locations, multi-context research designs in global strategy offer specific advantages for theory development about the impact of context on learning and knowing. A first advantage is that, whereas comparative research designs in global strategy lend themselves to the *identification* of new context effects on learning, such as possible mediating and moderating contextual and organizational effects on

the links between learning and strategy, *multi*-context designs allow for such relations to be *tested*. An additional advantage of multi-context research designs is that they may allow for the use of more advanced statistical techniques, such as various types of multilevel modeling. Such models not only enable the testing of direct effects of contextual factors on learning and strategy (i.e., cross-level direct effects), but also facilitate the exploration of more intricate relations, such as cross-level moderation or moderated mediation effects on organizational learning and its consequences (see e.g. Bamberger, 2008).

A good illustration of how multi-context designs in global strategy can contribute to organizational learning is the study by Zeng, Shenkar, Lee, and Song (2013) on the negative effects of MNEs' international experience. Based on the insight that past experiences are not necessarily beneficial and that firms may learn incorrectly (e.g. Fiol and Lyles, 1985; Levitt and March, 1988), the authors examine whether previous FDI experience may hamper MNEs' ability to learn about dissimilar cultures. Using a sample of 699 Korean foreign direct investments in 57 host countries, the authors test whether culturally-diverse experience moderates the effects of experiential learning on subsidiary mortality. The authors not only find support for the notion that firms may indeed learn incorrectly, but also demonstrate that differences in culture may reduce the ability of firms to draw on past experiences.

The study by Li, Li, and Shapiro (2012) provides another illustration of the potential of multi-context designs. Using data on the overseas investments of Chinese firms in 69 countries, the authors examine the alternative pathways through which emerging market multinationals can improve their technological capabilities. The findings show that such firms are more likely to invest in markets that offer industry-specific technological advantages. However, their findings also show that inward FDI in their home market may limit this effect, as the spillover effects of inward investments provide an alternative source of technological knowledge. Thus,

their findings not only support the link between locations' technological attractiveness and their ability to attract foreign investments from emerging markets, but also highlight a context effect, by showing that home market conditions of the investing firms may moderate this relation.

These examples illustrate that applications of multi-context designs in global strategy research may provide useful insights into the extent to which context effects of learning can be generalized across contexts. Multi-context designs also facilitate the identification and testing of context effects that are potentially more complex than what can be uncovered through other research designs. This may lead to the extension and validation of more complex context theories of learning.

4. Inter-context research designs. Inter-context research designs are research designs that focus on phenomena that involve actors from diverse contexts. This includes phenomena that involve firms from different countries, such as international joint ventures (Lyles and Salk, 1996) and international alliances (Hamel, 1991), as well as activities that involve geographically dispersed sub-units, such as international knowledge transfer (Gupta and Govindarajan, 2000; Ambos, Nell, and Pedersen, 2013), or even teams and individuals. Thus, whereas multi-context designs aim to capture occurrences of a phenomenon within multiple contexts, inter-context research designs aim to capture phenomena that cross contexts.

Inter-context designs enable global strategy contributions to organizational learning in at least two ways. The first is that inter-context designs facilitate the testing and extension of extant learning theories under more complex organizational conditions: Due to the complexities of organizing across borders, inter-context designs provide some of the most stringent conditions under which extant theories can be tested (Roth and Kostova, 2003). As a result, inter-context designs can bring to the fore issues that are easily overlooked in studies

that focus on one context (as with *single*-context designs), or variation *between* multiple contexts (as in *comparative* and *multi*-context designs). Thus, inter-context research designs can stimulate extensions to theory by highlighting the need for additional constructs, or relationships among constructs (Roth and Kostova, 2003), in order for learning theories to be more widely applicable.

A good illustration of how inter-context designs may facilitate extensions to learning theory is found in Vaara, Sarala, Stahl and Björkman's (2012) study on international acquisitions. Drawing on a dataset of 123 international acquisitions, the authors empirically examine the intricate dynamics between cultural differences, social conflict, and knowledge transfer between acquired and acquiring firms. Among others, their findings illustrate that whereas *organizational* cultural differences tend to increase social conflict, which reduces knowledge transfers following acquisitions, *national* cultural differences tend to reduce social conflict and enhance such knowledge flows. Thus, their inter-context research design allows these authors to extend learning theory by presenting a more nuanced picture of the role of culture in post-acquisition knowledge processes.

Inter-context designs also present opportunities for the development of *new* learning theories that are suited to the specificities of global strategy phenomena, such as international joint ventures and alliances. This is because inter-context designs do not only aid the identification of new antecedents and relations, but also direct our attention to types of learning and knowledge processes which organizational learning has not considered. That is, inter-context designs in global strategy research offer opportunities for generating new learning theory by facilitating the study of learning processes that involve multiple contexts.

The contribution by Erkelens, Van den Hooff, Huysman, and Vlaar in this special issue, titled '*Learning from Locally Embedded Knowledge: Facilitating Organizational Learning in*

Geographically Dispersed Settings', nicely illustrates the potential of inter-context designs to contribute to the development of new learning theory. The authors focus on a learning-related problem that is particular to organizations with geographically dispersed operations, namely how to exploit contextually embedded knowledge across different locations. Using a grounded theory approach, the authors address this issue by examining the role played by a group of internal engineering consultants in a multinational's attempts to learn from local knowledge. Their findings not only highlight the enabling role played by this internal network of knowledge workers, but also contribute to learning theory through the development of a new learning construct, knowledge pollination, which is explicitly concerned with the ability of firms to *dis-embed* and *re-embed* tacit knowledge across contexts.

CONCLUSION

With this introductory article we aimed to set the scene for this special issue. Our purpose was two-fold. First, we wanted to provide a context to the articles included in the special issue by presenting a review of recent work at the intersection of the fields of global strategy and organizational learning. Our review illustrated that these fields share some common themes and interests. However, our review also reinforced the view that there is currently little dialogue between these literatures. Second, this article offered us the space to reflect on how the exchange of ideas between both fields can be strengthened. We suggested that global strategy research would benefit from drawing on a broader set of learning concepts, as this may enrich our understanding of global firms and their performance. We also highlighted that the explicit attention to context means that global strategy research offers distinct advantages to validate and extend existing learning theories, as well as to develop new, contextualized perspectives on the creation, retention and dispersion of knowledge. As the contributions in this special issue

illustrate, the attention to context can therefore serve as a fruitful basis for greater interaction between both fields.

It is our hope that this special issue inspires new research on learning-related topics in global strategy, and that it stimulates greater mutual engagement and interaction between the fields of global strategy and organizational learning. We hope that you will enjoy reading the contributions to this special issue of GSJ.

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Table 1. The Intersection of Organizational Learning and Global Strategy: Number of Articles in Each Journal 2010-2014

	2010	2011	2012	2013	2014	Total: Strategic Learning	Total: All Papers For 2010-14	Percent of All Papers
AMJ	1		1	2	1	5	345	1.4
AMLE	1	2	1	3		7	312	2.2
GSJ		3	2	2	1	8	65	12.3
JIBS	11	9	7	5	12	44	321	13.7
JMS			1			1	323	0.3
LO	2	1	1	2		6	151	4.0
ML		1	2		3	6	261	2.3
MIR	9	5	5	2	3	24	191	12.6
OS		1	3	1	3	8	476	1.7
SMJ	4	2			6	12	445	2.7
Totals	28	24	23	17	29	121	2890	4.2

KEY

AMJ	Academy of Management Journal
AMLE	Academy of Management Learning & Education
GSJ	Global Strategy Journal
JIBS	Journal of International Business Studies
JMS	Journal of Management Studies
LO	Learning Organization, The
ML	Management Learning
MIR	Management International Review
OS	Organization Science
SMJ	Strategic Management Journal

**Table 2. The Impact of Organizational Learning on Global Strategy:
Articles Identified from Literature Review 2010-2014**

Antecedents	Intra-organizational: HQs and Subsidiaries	Dyads/Triads: i.e. HQ to Partner; Alliances	Global Teams, Top Management Teams
Knowledge characteristics			
<ul style="list-style-type: none"> Types of knowledge: Tacit, explicit, forgotten; external, internal 	Egelhoff (2010)	Liu (2012)	Haas (2010) Morris, Hammond & Snell (2014)
<ul style="list-style-type: none"> Shared knowledge between partners 		Cheung, Myers & Mentzer (2011) Dou et al. (2010) Fang (2011) Kapoor & Adner (2012) Kotha & Srikanth (2013) Li et al. (2012)	
<ul style="list-style-type: none"> Innovation 	Berry (2014) Golovko & Valentini (2014) Lederman (2010) Sarkar (2011)		
<ul style="list-style-type: none"> Complexity, ambiguity 	Hashai et al. (2010) Kim (2013)		
Learning processes			
<ul style="list-style-type: none"> Knowledge gaps and experiential learning 	Alcácer, Dezsö & Zhao (2013) Banalieva & Sarathy (2010) Casillas & Moreno-Menéndez (2014) Dow & Larimo (2011) Elango & Pattnaik (2011) Gao & Pan (2010) Goerzen, Sapp & Delios (2010) Guler & Guillén (2010) Hagen & Zucchella (2014) Hutzschenreuter, Lewin & Dresel (2011) Jonsson & Foss (2011) Jung, Beamish & Goerzen (2010) Lu et al. (2014) Mulotte (2014) Nachum & Song (2011) Oetzel & Oh (2014) Petersen, Welch & Benito (2010) Prashantham & Floyd (2012) Rabbiosi, Elia & Bertoni (2012) Salomon & Byungchae (2010) Santangelo & Meyer (2011) Sui & Baum (2014) Vahlne & Ivarsson (2014) Wu (2013) Yaprak, Xu & Cavusgil (2011) Zeng et al. (2013) Zhao, Park & Zhou (2014)	Dikova, Rao Sahib & Van Witteloostuijn (2010) Kim, Lu & Rhee (2012) Liu, Lu & Choi (2014) Phene & Tallman (2012)	Ganotakis & Love (2012) Hashai (2011) Nadolska & Barkema (2014) Nielsen (2010) Oxelheim et al. (2013)
<ul style="list-style-type: none"> Knowledge transfer 	Ambos, Nell & Pedersen (2013) Anand (2011) Ciabuschi, Dellestrand & Kappen (2011) Peltokorpi & Vaara (2014) Surroca, Tribó & Zahra (2013)	Perez-Aleman (2011) Zhang, Li & Li (2014)	

	Tran, Mahnke & Ambos (2010) Verbeke, Bachor & Nguyen (2013) Yamin, Tsai & Holm (2011)		
• Knowledge sourcing	Giarratana & Marian (2014) Kedia, Gaffney & Clampit (2012) Lamin & Livanis (2013) Levine & Prietula (2013) Li, Li & Shapiro (2012) Nieto & Rodríguez (2011) Tan & Meyer (2011) Wagner, Hoisl & Thoma (2014)	Boehe (2010) Cantwell & Mudambi (2011)	
• Absorptive capacity	Chang, Gong & Peng (2012) Ghauri & Park (2012) Schleimer & Pedersen (2014) Zhang et al. (2010)	Fang & Zou (2010)	
• Multiple and alternative forms of learning	Belderbos, Olfen & Zou (2011) Brannen & Voisey (2012) Malhotra & Hinings (2010) Salomon & Wu (2012)	Alcácer and Oxley (2014)	Tuschke, Sanders & Hernandez (2014)
• Exploration and exploitation	Bass & Chakrabarty (2014) Zhou, Barnes, Lu (2010)	Hoang & Rothaermel (2010)	
<u>Social dimensions</u>			
• Social Relations, Networks, Degree of Embeddedness	Chung (2014) Laursen, Masciarelli & Prencipe (2012) Najafi-Tavani, Giroud & Sinkovics (2012) Sartor & Beamish (2014)	Arikan & Shenkar (2013) Li, Poppo, Zhou (2010)	
• Institutional factors	Danis, Chiaburu & Lyles (2010)	Corredoira & McDermott (2014) Gubbi et al. (2010) Vasudeva, Spencer & Teegen (2013)	
• Cultural factors	Huang, Rode & Schroeder (2011)	Sarala & Vaara (2010) Vaara et al. (2012)	
• Close vs. Far	Tippmann, Scott & Mangematin (2012)		Haas & Cummings (2014)
• Teacher/Student		Gu & Lu (2011)	

Figure 1. The impact of global strategy on organizational learning, 2010-2014: A mapping of papers by level of analysis and style.

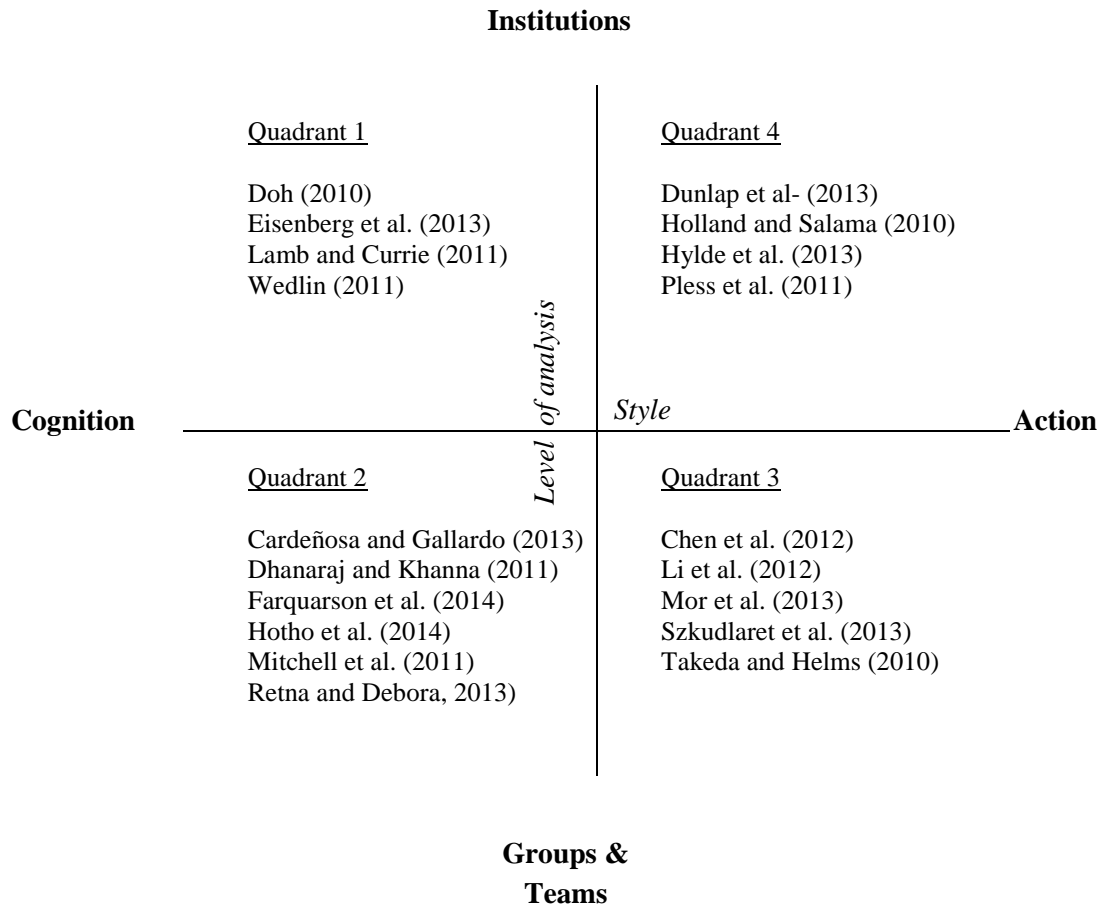
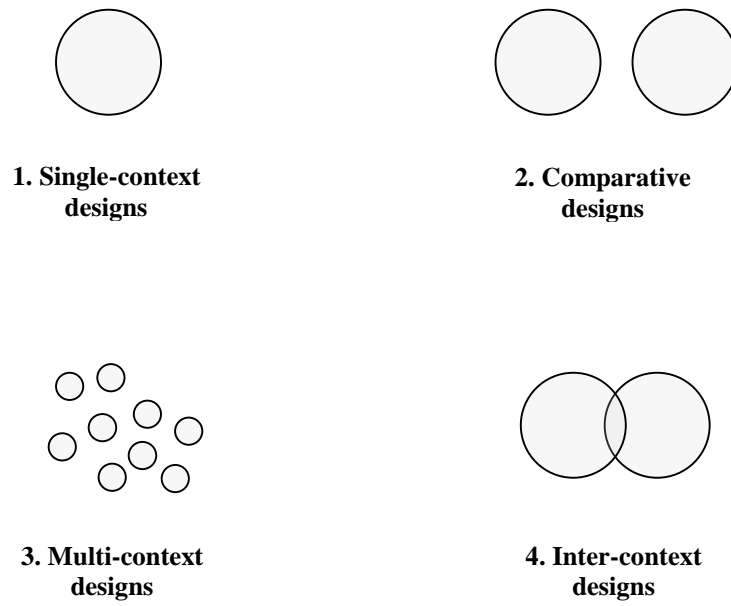


Figure 2. Global strategy research designs: The role of context.



Appendix 1

Articles included in the review of global strategy and general management journals, 2010-2014 (AMJ, GSJ, JIBS, JMS, MIR, OS, SMJ)

- Alcácer J, Dezsö C, Zhao M. 2013. Firm rivalry, knowledge accumulation, and MNE location choices. *Journal of International Business Studies*, **44**: 504–520.
- Alcácer J, Oxley J. 2014. Learning by supplying. *Strategic Management Journal*, **35**: 204–223.
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